



Canadian International School of Egypt (CISE)
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Canadian International School of Egypt (CISE)
Social Sciences and Humanities Department
HSP3U- Introduction to Anthropology, Psychology and Sociology

Course Outline

Teacher:	Jason Brazeau
Time:	September 2013, Semester 1
Course Title/Grade:	Introduction to Anthropology, Psychology and Sociology
Course Type:	Mixed
Ministry Course Code:	HSP3U
Credit Value:	1
Prerequisite:	Grade 10 Academic English, Grade 10 Academic History
Ministry Document:	The Ontario Curriculum: Social Sciences and Humanities Gr 11-12, 2013
Textbook:	Our Social World: An Introduction to Anthropology, Sociology, and Psychology

Course Description

This course provides students with opportunities to think critically about theories, questions, and issues related to anthropology, psychology, and sociology. Students will develop an understanding of the approaches and research methods used by social scientists. They will be given opportunities to explore theories from a variety of perspectives, to conduct social science research, and to become familiar with current thinking on a range of issues within the three disciplines.

Overall Curriculum Expectations

Research and Inquiry Skills (A)

- **A1. Exploring:** explore topics related to anthropology, psychology, and sociology, and formulate questions appropriate to each discipline to guide their research;
- **A2. Investigating:** create research plans, and locate and select information relevant to their chosen topics, using appropriate social science research and inquiry methods;
- **A3. Processing Information:** assess, record, analyze, and synthesize information gathered through research and inquiry;
- **A4. Communicating and Reflecting:** communicate the results of their research and inquiry clearly and effectively, and reflect on and evaluate their research, inquiry, and communication skills.

Anthropology (B)

- **B1. Theories, Perspectives, and Methodologies:** demonstrate an understanding of major theories, perspectives, and research methods in anthropology;
- **B2. Explaining Human Behavior and Culture:** use an anthropological perspective to explain how diverse factors influence and shape human behavior and culture;
- **B3. Socialization:** use a cultural anthropology perspective to explain patterns of human socialization.

Psychology (C)

- **C1. Theories, Perspectives, and Methodologies:** demonstrate an understanding of major theories, perspectives, and research methods in psychology;
- **C2. Explaining Human Mental Processes and Behavior:** use a psychological perspective to explain how diverse factors influence and shape human mental processes and behavior;
- **C3. Socialization:** use a psychological perspective to analyze patterns of socialization.

Sociology (D)

- **D1. Theories, Perspectives, and Methodologies:** demonstrate an understanding of major theories, perspectives, and research methods in sociology;
- **D2. Explaining Social Behavior:** use a sociological perspective to explain how diverse factors influence and shape individual and group social behavior;
- **D3. Socialization:** use a sociological perspective to explain patterns of socialization.

Description of Course Units

<u>Unit</u>	<u>Title</u>	<u>Time</u>
1	Social Sciences: Self and Others	33 hrs
2	Social Groups and Organizations	33 hrs
3	Social Structures and Institutions	33 hrs
4	Course Culminating Unit	10 hrs
Total		110 Hours

Mark Breakdown and Assessment Evaluation

Your level of performance on a number of activities will determine your midterm and final grades. Each of the activities you complete in this course (including tests) will be directly tied to the following achievement areas:

- **Knowledge and Understanding** (evaluation of your knowledge of facts and terms and understanding of concepts and theories)
- **Thinking/Inquiry** (evaluation of your critical and creative thinking and inquiry skills)
- **Communication** (evaluation of your ability to communicate information and ideas in a variety of ways)
- **Application** (evaluation of your ability to transfer ideas, draw conclusions, make predictions, and make connections)

ASSESSMENT & EVALUATION

Essential Evidence

A. COURSE WORK

70%

-Quizzes, Tests, Assignments, Projects

B. CULMINATING ACTIVITIES

1: Culminating Activity

10%

2: Examination

20%

NOTE: SOME ASSESSMENT/ EVALUATION COMPONENTS MAY BE ALTERED DEPENDING ON TOPIC INTEREST, CLASS DEMAND OR TIME CONSTRAINTS. STUDENTS WILL BE MADE AWARE OF ANY CHANGES WITH AN UNDERSTANDING THAT MODIFICATIONS ARE IN THEIR BEST INTEREST.

Achievement Chart

Percent Grade Range	Achievement Level	Summary Description
80-100%	4	A very high to outstanding level of achievement. Achievement is <i>above</i> the provincial standard
70-79%	3	A high level of achievement. Achievement is <i>at</i> the provincial standard
60-69%	2	A moderate level of achievement. Achievement is <i>below but approaching</i> the provincial standard
50-59%	1	A passable level of achievement. Achievement is <i>below</i> the provincial standard
Below 50%	<i>Insufficient achievement of curriculum expectations. A credit will not be granted</i>	

Late Assignment Policy

Students are expected to complete all assignments on time. Teachers and the principals will assist students in developing good work habits, including time management, and in developing the attitudes that lead to success in life, including pride in work done. The cooperation of parents is invited and is essential.

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Assignments that are late or incomplete will result in:

- a) First day: loss of 10%, and 5% every day after until complete
- b) Will be referred to Student Success room until assignment is complete
- c) If a student has not handed in their assignment by the time it is marked and returned to students, a grade of 0 will be assigned.

IF A STUDENT IS ABSENT THE DAY THAT AN ASSIGNMENT IS DUE, THE ASSIGNMENT MUST BE E-MAILED TO ME BY 3:00 FOR THE LATE PENALTY TO NOT BE ASSESSED.

Missed Test Policy

If a student is absent the day of a test, he/she must have their parent/guardian contact Mr. Jason and explain the reason for the absence. A doctor's note must also be presented in order for the student to re-write the missed test

Academic Honesty

It is expected that all essays, assignments, projects and the like, presented by students for assessment, will be their own work. The advent of the Internet, which is a superb source of information for students, has led to a large increase in plagiarism the presentation of another person's work as your own. Plagiarism includes students copying into their work, sentences, paragraphs, graphics and so on from another author, without providing an acknowledgment of the source.

Plagiarism becomes an increasingly frequent problem as students get older. It is also a problem in post-secondary institutions, which regard it so seriously that they will often require a student who has been academically dishonest to withdraw from their program. The school wishes to cooperate with parents in developing students' commitment to academically honest practices. If a student presents work for assessment that contains another person's work, without adequate acknowledgement, the work will be returned un-assessed and parents will be contacted to set additional consequences, including suspension, depending on the grade and the extent of the plagiarism.

Plagiarized work will be assigned a zero grade.

Students are to be treated with respect and dignity. In return, they must demonstrate respect for themselves and for others through acceptable behavior. Respect and responsibility are demonstrated when a student:

- Comes to school regularly, on time and ready to learn;
- Is prepared for all classes by bringing required material and completing homework assignments on time;
- Is responsible for any work missed in classes due to absence;
- Shows respect for themselves, for others and for those in authority;
- Develops self-discipline and shows courtesy through language and actions toward all members of the school community;
- Shows respect for school property and the personal belongings of others;
- Cooperates with other members of the school community;
- Resolves interpersonal conflicts and difficulties through discussions with the other person or through seeking assistance from school personnel;
- Refrains from bringing anything to school that may compromise the safety of others (e.g. alcohol, illegal drugs, weapons, objects which may be used as weapons);
- Follows the established rules and takes responsibility for his/her actions.

If you have any problems or issues throughout the year, I have an open door policy so please come and talk to me. If there is anything that I can do to help I would love to do so. You can also contact me through e-mail at jbrazeau@cise-eg.com. You can also follow a day to day schedule of the class at www.brazeau.wikispaces.com

Thanks

Student Signature

Parent/Guardian Signature

Parent/Guardian E-mail address: